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Racial and ethnic minorities in higher education have low enrollment and graduation rates. This well-known problem continues to plague the higher education system. Specifically, in athletic training, the enrollment and retention numbers for minorities are low compared with other healthcare education programs. Increasing the minority population in any healthcare profession plays an important role in the care of its patients (Baldwin et al., 2006). The purpose of this study was to identify the perceived challenges and opportunities minorities encounter throughout their graduate and professional careers in athletic training and to identify strategies for success. A survey was completed by 29 graduate athletic training students and 34 Black certified athletic trainers in District 3 of the National Athletic Trainers' Association. A voluntary post-survey interview was conducted with 6 certified athletic trainers. The results indicated that minority students and professionals experience ethnicity-related bias and have stereotyping concerns. The minority graduate students have more obligations outside of classes that impact their studies and reported less inclusive experiences at their institutions than their white peers. One theme emerged from the analysis of the interviews conducted with Black professionals—representation matters. Lack of representation leaves the few isolated, takes a toll on confidence and belonging, and results in inadequate resources and dedication to promoting diversity and inclusion within athletic training. This study, along with other related research, highlights the challenges that plague minority enrollment and retention into the athletic training profession.

MINORITIES IN KINESIOLOGY: CHALLENGES ENCOUNTERED IN THE PURSUIT OF
AN ATHLETIC TRAINING DEGREE AND BEYOND

by

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CHAPTER I

PROJECT OVERVIEW

The low enrollment of minority students in athletic training programs in higher education throughout universities across the country inevitably leads to the underrepresentation of certified minority athletic trainers. Numerous studies have examined why minority enrollment is low in higher education and allied health professions, but unfortunately literature on low minority enrollment in athletic training is scarce.

Diversity is recognized as an important way of enhancing professional practice and addressing health disparities (Baldwin et. al, 2006). The negative loop of low enrollment of minorities into the athletic training profession is described by Beheruz Sethna (2011) as a pipeline problem. The pipeline problem is defined by low numbers of minorities coming through the system. Because the enrollment is low, even the best processes of creating good products are doomed to turn out, at best, low quantities (Sethna, 2011.). Successfully addressing this negative loop is critical to moving students toward careers in the healthcare professions (Sethna, 2011). Not having a diverse pool of healthcare professionals directly impacts the healthcare of a population that continues to increase its minority demographic profile. For this study, addressing the issues at the graduate level in athletic training may prove to be a significant step in creating a positive climate for the minority demographic.

Background Literature

Healthcare in US society warrants professional, political, and ethical action. These actions are warranted due to the shift in demographic trends and illnesses, social determinants of health, and increasing health care costs. The long-standing racial inequities within the US undermine the influx of advances in modern day medicine and healthcare. Minorities struggle daily with access to care, access to appropriate care, and efficient and effective care (Brach &

Fraser, 2002). The healthcare system has expanded from a lone physician model to a comprehensive collaborative care model that patients have more access too. Despite this vast array of modern-day medical specialties with the potential to reach millions more patients, the overarching issue is the lack of diversity of the professionals within the healthcare system. This has created a system that does not prioritize the specific healthcare needs of diverse patients. Athletic trainers' work with a specific population within the health care system, and diversity of the profession is important to the quality of care of its diverse patients. Focusing on ways to increase minorities in healthcare, specifically in athletic training, may impact the enrollment and retention of minority students in institutions of higher education and athletic training careers.

Diversity in Athletic Training

Athletic trainers care for patients from many cultures while working in many different settings. As an athletic training professional, recognizing medical conditions that occur more often in specific populations requires cultural awareness. Sickle cell trait is more common in those of African or Mediterranean descent, while Hepatitis B affects Asian populations at a higher rate. Lactose intolerance is more common in minority populations, as well as other food allergies. Muslim athletes who fast during Ramadan might need special considerations from their athletic trainer while competing (Grantham, 2015). In 2018, The Center for Disease Control reported that Black children were two times more likely to have asthma than White children, and that Black patients were twice more likely to die from asthma complications than any other race (Zahran et al., 2018). Patients who feel better understood and form trusting relationships with their healthcare provider may seek out health care more frequently, reducing the need for excess medical care (Brach & Fraser, 2002). Medical conditions may not require a minority medical

professional to diagnose, but for the patient, having a minority provider who is culturally sensitive to their issues builds upon that trusting relationship (Saha et al., 2000).

In 1986, the Ethnic Diversity Advisory Committee (EDAC) of the National Athletic Trainers' Association (NATA) was established with the purpose of serving as the voice of the minority membership (Grantham, 2015). The committee publishes a membership survey of the association every two years. In June 2020, EDAC published the latest demographic survey that showed a makeup of the membership in which Caucasian members made up 81% of the total population. African Americans made up 3.8%, Asian or Pacific Islanders made up 4%, and Hispanics made up 5% (NATA, 2020). Minorities are underrepresented in many other health professions similar to athletic training like physical therapy and occupational therapy. In comparison The American Physical Therapy Association (APTA) has roughly 92.7% Caucasian membership, 1.4% Black, 2.1% Hispanic members, and 4.7 % Asian members (Physical Therapy Workforce Data, 2017)). Similarly, the American Occupational Therapy Association (AOTA) is made of 83% Caucasians, 5% Black members, 7% Hispanics members, and Asian student membership reported 6.5% (Occupational Therapists, 2020).

There is a need for institutions to effectively recruit and educate prospective allied health professionals who represent racial and ethnic minorities. To better recruit and train athletic training students, departments must understand the influences and barriers that affect prospective minority students in allied health professions (Barfield et al., 2012).

Organizational Socialization Theory

Organizational socialization theory provides a framework into how minorities may be influenced at the beginning of their education in healthcare. Organizational socialization is the adjustment and learning process that allows new individuals to assume their organizational role (Chao, 2012). Organizational socialization looks at how adjusting to new environments can be

difficult with conflicting cultural normalcy amongst individuals (Hodge & Corbett, 2013). Misunderstandings between peers, professors, supervisors, or other members in a student's program can negatively impact these newly formed relationships. Institutional, professional, and social challenges that include racism, social isolation, and marginalization, influence the socialization of minorities at institutions of higher education (Hodge & Corbett, 2013). The first step to creating educational strategies for minorities, specifically athletic training, is to understand socialization. Circumstances, challenges, and opportunities that influence socialization into an organization, whether it is a college or university, or professional organization, are important to the understanding of minority graduate student experiences in kinesiology programs and departments (Hodge & Stroot, 1997).

Historically, minority students have been isolated from participating in institutions of higher education (Burden et al., 2005). Standardized testing was created to discriminate against racial minorities, yet higher education continues to use it as one of the main admissions requirements (Green & Griffore, 1980). A study by Scheurich and Young (2002) asserted that minorities are limited by forms of racism that contribute to disconnections within learning environments. Specifically, athletic training as an allied health profession tends to draw on the traditional norms in the socialization of new students and graduates. In undergraduate education socialization techniques like educational interventions, structured mentoring experience, formal training and orientation, and staff development programming can offer support from multiple perspectives (Pitney et al., 2002). Socialization research has shown that mentoring is a useful strategy for dealing with the introduction of new settings. Specifically, Siple et al. (2018) found that mentoring among Black female athletic training students improved their educational experience and led to increased retention. Mentoring among minority students offers protections against the persistent barriers of racism. Doris Corbett, former director of the School of

Kinesiology at The University of Northern Iowa, recommends that minority graduate students receive accurate, consistent, and supportive mentoring (Corbett, 2016). In addition, she says a strong mentorship relationship can provide the mentee with the knowledge, skills, and motivation to alter the impact of images, stereotype threat, and aversive racism (Corbett, 2016).

Purpose Statement

The purpose of this study is to identify the perceived challenges and opportunities minorities encounter throughout their graduate and professional careers in athletic training. The aims of this study are as follows:

1. Identify the perceived challenges minority graduate athletic training students encounter while pursuing their degree and the facilitators that help them along the way.
2. Identify the challenges Black certified athletic training professionals face as minorities, how they combat those issues, and strategies for success.
3. Use the findings to identify ways to increase the minority involvement within the profession.

Methods

Mixed methods, including questionnaires and interviews, were used to address the purpose and aims. These questionnaires and interviews targeted two groups: graduate athletic training students and certified athletic training professionals. The questionnaires and interviews were designed to gather data on participants' views on the challenges and opportunities minorities have within graduate athletic training programs and professional practice, as well as suggestions for increasing the minority membership in the athletic training profession.

Participants

The target population for this study was graduate athletic training students currently enrolled in an accredited graduate entry level athletic training education program across the United States, and certified professional athletic trainers' within District 3 of the National Athletic Trainers' Association (NATA). District 3 of the NATA includes District of Columbia, Maryland, West Virginia, Virginia, North Carolina, and South Carolina (NATA, 2020.)

The questionnaire was first sent to 500 student members of NATA, but only 15 qualified as graduate students and consented to participate. Due to low initial numbers, the questionnaire was sent directly to the program directors of four institutions with graduate athletic training programs, which added 14 participants, resulting in 29 student participants (Appendix B).

In the graduate athletic training student group, 21 identified as female (72.4%) and 8 identified as male (27.6%). The majority of the participants, 51.7%, reported their race as white, while 9 reported as Black (31%), 1 reported Hispanic or Latino/or Spanish origin (3.4%), 3 reported as Asian (10.3%), and 1 reported as other (3.4%).

In addition, 164 questionnaires were sent to District 3 certified athletic trainers, specifically targeting Black athletic trainers, 39 consented to participate, 5 did not finish and were not included, resulting in 34 certified athletic trainer participants. The certified athletic training group, 26 identified as female (77%) and 8 identified as male (23%). All participants (n=34) identified as Black or African-American (100%). The respondents ranged in age from 25-60 with an average age of 34 (SD= 10.0). Employment settings ranged amongst the participants; 15 (39%) reported working in the college/university and academic setting, and 13 (33%) worked in the secondary school setting. Both North Carolina and Virginia had 8 participants, whereas District of Columbia, Maryland, and South Carolina each had 5 participants. Thirteen of the

certified professional group volunteered for interviews. When contacted for schedule times 10 responded initially and 6 interviews were conducted and recorded.

Measures

After consenting to participate (Appendix A) both the students and professionals completed self-administered questionnaires assessing their institutional satisfaction and support, as well as ethnicity-related stress (Appendix C). A sub-set of professionals also participated in individual interviews.

Student Survey

The student survey included measures of college success derived from the Seago et al. (2008) measure that examined nursing students' retention related to the educational institution characteristics, educational processes, and individual student characteristics. The survey also included measures of ethnicity-related stress from Contrada et al. (2001). The questionnaire also included open and closed-ended items that specifically asked participants about their views of inclusion and diversity within athletic training, as well as their suggestions for improving minority involvement in athletic training. The student questionnaire was divided into 5 College Success scales (Current Situation, Past Situation, Disposition, Institutional Satisfaction, Institutional Support), and 3 ethnicity-related stress scales (Experience Bias, Stereotyping Concern, Inclusion Experience). Participants were asked to answer the questions based on their undergraduate and graduate education.

Measures of College Success. The Current Situation (CS) scale had 5 items (e.g., financial burden, family support, missed classes) rated on a 4-point Likert scale. Scores range from 5-20 with higher scores indicating more negative environment. The Past Situation (PS) scale had 2 items related to missing classes for outside obligations, rated on a 4-point Likert Scale. Scores range from 2-8 with higher scores indicating more outside obligation. The

Disposition Confidence (DC) scale had 10 items (e.g., math and science ability, confidence in the future, self-expectation) rated on a 7-point Likert Scale. Scores range from 10-70 with higher scores indicating higher confidence and self-determination. The Institutional Satisfaction (IS) scale had 6 items rated on a 4-point Likert Scale. Scores range from 6-24 with higher scores indicating more satisfaction with the student's institution. The Institutional Support (IS) scale had 7 items (e.g., support for diverse faculty and staff) rated on a 5-point Likert Scale. The scores range from 7-35 with higher scores indicating more institutional support.

Ethnicity-Related Stress. The three ethnicity-related stress scales were included on both the student and the professional surveys. The Experience Bias (EB) scale had 12 items (e.g., racial bias acted or said) rated on a 7-point Likert scale. The scores range from 12-84, with higher scores indicating higher instances of bias. The Stereotyping Concern (SC) scale had 9 items (e.g., perception of how those around them thought of them) rated on a 7-point Likert Scale. The scores ranged from 9-63, with higher scores indicating higher stereotyping concerns. The Inclusion Experience (IE) scale had 4 items (e.g., inclusion at school or job) rated on a 5-point Likert scale. The scores range from 4-20, with higher scores indicating higher experiences of inclusion.

Professionals Survey

The questionnaire for the certified professional group included 2 employment success scales (Job Satisfaction, Job Support), which parallel the institutional satisfaction and support scales on the student survey, as well as the 3 ethnicity-related stress scales (Experience Bias, Stereotyping Concern, Inclusion Experience).

The Job Satisfaction (JS) had 6 items rated on a 4-point Likert Scale. The scores range from 6-24 with higher scores indicating more satisfaction with the professional's job. The Job Support (JS) scale had 7 items related to support received on the job rated on a 5-point Likert Scale. The scores range from 7-35 with higher scores indicating more support on the job.

Interview

In addition to the questionnaire, the certified athletic training group was asked to voluntarily participate in an interview. This semi-structured interview was conducted by phone (Appendix D). The interviews were designed to discuss the participants' past and present education and employment setting, experiences as a Black athletic trainer, personal thoughts and feelings about the athletic training profession, and the NATA. The interview was semi-structured to allow the conversation to have order and structure but allow for greater detail from the interviewee and follow up by the researcher.

Procedures

The Institutional Review Board at UNC Greensboro reviewed and approved the study prior to recruitment of participants. For recruitment, the NATA's Research Survey Service was used to identify the target population for the student and District 3 certified members. In addition, the four programs were contacted via email to request their assistance in recruitment of their students. The recruitment emails described the nature of the study and provided a link to the questionnaire. Follow-up emails were sent every two weeks until the NATA Research Service ended the recruitment period. After the recruitment period, the program directors of the four specific institutions chosen, were sent one reminder email 3 weeks after the initial email. The questionnaire was administered using Qualtrics and participants were informed that their participation was voluntary.

Each participant in the certified professional group was asked at the end of the questionnaire if they wanted to participate in a voluntary interview. If so, they were directed to a separate link to enter their contact information to keep their questionnaire responses anonymous. These participants were contacted three weeks after the start of the study. Each participant was notified at the beginning of the interview that it would be recorded and at any

time they could end the interview. They were told at the end of the interview that the conversation would be transcribed and sent to them for review prior to use in the study. The interviews were recorded through the Voice Recorder App by Tap Media on an iPhone 8s. This app was password protected and at the conclusion of each interview, the transcription was downloaded to a secure password protected file. The file was then uploaded and transcribed by Rev.com. This transcription was reviewed and sent by email to the interviewee for approval.

Data Analysis

At the conclusion of data collection, the questionnaire responses from the graduate student group and certified professionals' group were downloaded from Qualtrics into SPSS software separately. For both groups, descriptive statistics (frequencies, mean, SD) were used with all scale scores. Also, with the student sample, scores of the minority group and the White group were compared using an independent samples t-test. Open-ended responses were downloaded to a Microsoft Word document and uploaded into Atlas.ti platform software, and codes were developed from the responses.

The interview transcripts were uploaded on the Atlas.ti platform software for analysis. The transcripts were first read and reviewed once uploaded into the software. Then analysis was done for each interview transcript using inductive coding. Once all transcripts were coded, they were reviewed, and overarching themes were developed based on the coded transcripts. To protect the participants identities, they were coded using pseudonyms.

Results

Results from the graduate athletic training students questionnaires are presented first, including the comparison of the minority students to their White peers. The professional athletic trainers' questionnaire results are then presented followed by the interview findings.

Graduate Athletic Training Students

On most of the scales minority students scored lower than did White students (higher for the CS and PS scales), but the difference was significant only for the PS scale (see Table 1).

Measures of College Success

Out of 29 respondents, minorities made up almost half (n=14). The high mean scores for the CS scale indicated that most respondents agreed that many external factors that influenced their success in college. Many agreed that it was difficult to afford the cost of college and that home and family responsibilities interfered with their studies. In addition, most of the students agreed that their families were a strong support system.

The PS scale mean scores were low (although higher for minority students), indicating that most respondents did not miss class because of external obligations. Of the 14 minority respondents, only two identified missing classes due to employment and three missed classes due to family obligations. The DC means score were toward the higher end, meaning most respondents were confident in their intellectual abilities.

The IS scale means were around the mid-point, and lower for the minority student group. Multiple respondents, mainly the Black participants, had scores below 12, answering very dissatisfied to somewhat dissatisfied for every question in the scale. Seven of the nine Black respondents reported dissatisfaction with their institutions. When asked about support for racially and ethnically diverse faculty, teaching about ethnic and cultural diversity, sensitivity to people of their racial/ethnic background, and access to culturally diverse faculty/staff the response scores were low in the direction of very dissatisfied. The ISP means were low for both groups. Many of the respondents reported that their institutions “sometimes” provided them with emotional support and encouragement as well as “sometimes” provided assistance to improve their study

skills. Almost all respondents reported that their colleagues and supervisors treated them with respect and provided intellectual challenges and stimulation.

Table 1

Student Success Scale Results

| Scale | M(SD)-White | M(SD)-Minority | t | possible range |
|-------|-------------|----------------|--------|------------------------|
| CS | 14.9 (2.64) | 14.0 (2.94) | 0.84 | 5-20 (5 items, 4-pt) |
| PS | 2.4 (.74) | 3.4 (1.28) | -2.45* | 2-8 (2 items, 4-pt) |
| DC | 63.5 (4.85) | 59.7 (8.01) | 1.54 | 10-70 (10 items, 7-pt) |
| IS | 17.9 (2.87) | 15.9 (4.17) | 1.57 | 6-24 (6 items, 4-pt) |
| ISP | 27.8 (6.44) | 26.5 (4.43) | 0.63 | 7-35 (7 items, 5-pt) |

* $p < .05$

Measurers of Ethnicity-Related Stress

Results of the independent samples t-tests revealed significant differences between the minority and White student groups on all 3 scales with minority students reporting more bias and stereotyping stress and less inclusion. That is a clear, strong finding, especially with low numbers (see Table 2).

Although the EB scale scores are low, the minority participants reported biases exhibited towards them in several different ways. Among the minority group, 5 participants reported “very often” when asked how often it was implied or suggested because of their ethnicity they were mean or had a bad attitude. When asked how often others have had low expectations of them because of their ethnicity, eleven participants reported a degree of bias towards them. Twelve of the 14 participants reported offensive comments aimed directly at them because of their ethnicity.

The SC scale results were similar. The mean score was low indicating the group did not have concerns about stereotyping, but that is misleading. On several questions the minority respondents reported a stereotyping concerns. For example, 9 of the 14 minority participants

reported stereotyping concerns based on socioeconomic status, 10 of the 14 participants reported stereotyping concerns based on appearance, and 11 of the 14 participants reported stereotyping concerns based on the way they spoke.

The IE scale mean showed moderate inclusiveness, with minority students reporting lower scores. When asked how much the athletic training profession advocates and supports inclusion, 6 of the 14 minority participants reported “sometimes” and 6 reported “rarely”. When asked how inclusive the athletic training profession for minorities is, 6 participants reported “sometimes”, 3 participants reported “rarely”, and 1 participant reported “not at all”. When asked how inclusive their athletic training program was, 6 participants reported “sometimes”, 2 reported “rarely”, and 1 reported “not at all”.

Table 2

Ethnicity Bias Scale Results

| Name | M-White | M-Minority | t | possible range |
|------|-------------|--------------|--------|------------------------|
| EB | 14.0 (3.20) | 30.5 (11.6) | -5.02* | 12-84 (12 items, 7-pt) |
| SC | 12.3 (2.76) | 25.1 (14.68) | -3.21* | 9-63 (9 items, 7-pt) |
| IE | 14.9 (3.08) | 12.4 (2.98) | -2.29* | 4-20 (4 items, 5-pt) |

* $p < .05$

Certified Athletic Trainers

On every scale, the scores of the professionals are very similar to those of the minority students (see Table 3). The employment success and the ethnicity-related stress scales were relatively low among the professional athletic trainers. When asked how satisfied with their current employment on the JS scale, more than half of the participants reported “very dissatisfied” or somewhat dissatisfied”. Also, more than half of the participants reported either “somewhat dissatisfied” or “very dissatisfied” with support for racially/ethnically diverse faculty or staff. Similarly, the low JSP scale mean score indicated participants did not feel supported in

their job. When asked how often their employers provided them help with achieving their professional goals 15 reported “never” and “rarely”, and 7 reported “sometimes”. When asked how often the employers provided emotional support and encouragement, 2 reported “never”, 9 reported “rarely”, and 8 reported “sometimes”.

Similar to the graduate student group, the EB scores of the certified athletic trainers were relatively low, but many of the respondents reported biases exhibited towards them. For example, 15 of the 34 participants reported offensive comments directed towards them because of their ethnicity, and 22 participants reported implications or suggestions that because of their ethnicity they had a bad or mean attitude. Despite the low group score, participants reported stereotyping concerns. For example, 5 respondents chose “very often” that by talking a certain way would confirm a certain stereotype, 3 responded “usually”, 3 responded “frequently”, and 5 responded “sometimes”. Many respondents also had concerns about stereotyping because of their socioeconomic status; four responded “very often” and another 14 listed “occasionally” or “usually”.

Interestingly, when asked how inclusive their athletic training settings were on the IE scale, 11 of the 34 responded “very inclusive,” but when asked how inclusive the athletic training profession is, only 1 responded with “very inclusive”; 18 responded “sometimes” and 13 responded “rarely” or “not at all”.

Table 3

AT Professionals Scale Scores

| Scale | Mean(SD) | Range |
|-------|--------------|------------------------|
| JS | 15.9 (4.74) | 6-24 (6 items, 4-pt) |
| JSup | 22.6 (6.68) | 7-35 (7 items, 5-pt) |
| EB | 26.7 (13.96) | 12-84 (12 items, 7-pt) |
| SC | 26.7 (15.16) | 9-63 (9 items, 7-pt) |
| IE | 11.1(3.24) | 4-20 (4 items, 5-pt) |

Interview

The interview transcripts of the certified athletic trainer group were coded. The codes were developed based on the commonality of the responses in the interview. The participants were Black, so the interview and conversation focused on their experience as a Black athletic trainer. One theme emerged and was clearly evident in interviewing the participants; representation of minorities matter. Within this theme, there were three subthemes the participants discussed to which strengthened the main concern of representation.

The lack of representation of minorities in athletic training education programs leaves the few isolated.

Participants reported the lack of representation while earning their athletic training degree. Interestingly, many of the participants came from and were raised in very diverse areas. Joshua said “I went to what was considered the whitest high school in the area. I mean, that is how we would’ve said it, it was 60% Black”. Once enrolled in the athletic training program, many realized that they were the only minority or one of few in their programs. Candace stated, “being the only Black person definitely took a hit to my confidence because I was like, I don't see anyone here that is like me”. One of the participants, Christian stated, “I relied a lot on my athletes and just tried to bond with them. I just tried to, I guess make friends with everyone that was Black on the team just so I could have some sense of feeling like I belonged there.” For most of the participants, their sense of belonging and inclusion was low because they felt there was no one else to connect with. The lack of representation was apparent to Paula when an athletic training student at her job came up to her and said “I never knew that there were people who looked like me in this profession. I was going to go to PT school.”

The lack of Black faculty and Black mentors takes a toll on confidence and belonging.

Most of the participants indicated that the lack of Black mentors affected them during their education. Many described the resources they sought out to get the type of mentor relationship they felt they needed. Unfortunately, as an athletic training student, one participant described her isolation and how she desperately sought out others because there was no one to help her.

I went out and searched for my mentors. None of them were in athletic training. I was very isolated in terms of my major...I didn't have a study buddy that looked like me. I didn't have people who had crazy hours as I did as an athletic trainer. No one really understood it.

The lack of faculty within athletic training education programs did not go unnoticed according to many of the participants. James said "none of my professors, even within the kinesiology department, none of my professors were Black. In my four years of college I never had a person of color teach my course."

In addition to the lack of those relationships during school, one participant said, "once people are in [the profession] what mentoring programs are they afforded?" She goes on to say, "how are we [the profession] continuing to support them within our profession and within their own institution?" This was similar to another participant who decided to become a teacher's assistant because she said, "I'm going about it because I needed someone that looked like me." In the discussion about mentorship, Paula states:

When we do have Black athletic training students, we need to mentor them and help them through the process, then making sure they are gaining their Grad Assistantships and getting first job positions, things like that. So they're not falling by the wayside and becoming a PT or doing whatever, going into a different profession.

Resources and dedication to promoting diversity and inclusion within athletic training is not adequate.

A common position among the participants was the lack of dedication to promoting diversity and inclusion within athletic training. From the national level, down to the participant's place of employment, there was a common thought that strategies of increasing diversity and inclusion at the national level is not adequate. Many of the participants were very passionate in discussing this topic. One participant's supervisor didn't realize that she was the only Black woman on staff within the department, "I've consistently been either the only one on staff, or the only one in the department." Another said that she was one of two faculty members in her entire organization. "I didn't feel supported", Paula recounted her time at a previous institution where she worked. When discussing the NATA, Candace stated, "If you look at the leadership institute scholarship, consistently those faces are White and what that tells me is that there is not a concerted effort to engage individuals who are diverse in those activities." The participants said that they did not think the NATA was doing a good job in dedicating resources to diversity but many supported EDAC and its efforts in supporting the minority population within the profession. Candace continued with her thoughts about the NATA:

I don't think it has. I really don't think it has. I've had some involvement with EDAC and I think EDAC is a great component of the NATA and the work that they do is outstanding, but that does not enhance the diversity of our association. That is simply a committee. And it is a shame on the NATA for not having a pipeline program to move people into leadership positions within our association.

Discussion

The purpose of this study was to identify the challenges encountered by minority athletic training students and certified athletic trainers. The first aim was to identify the perceived challenges minority graduate athletic training students encountered while pursuing their degree and the facilitators that helped them along the way.

Similar to the original study by Wong et al., (2008) institutional satisfaction among the minority participants was lower than the White participants. Support for racial minorities and access to diverse faculty continues to plague the athletic training profession. Hodge & Stroot, (1997) found that Black participants expressed a significantly greater concern than their White peers about the limited opportunities to receive instruction from professors from their own culture, and limited opportunities to interact with colleagues from their own culture (Hodge & Stroot, 1997). This issue cycles back to having few minority students in the educational pipeline and limits individuals who have the professional training and education for these positions (Hodge & Corbett, 2013). Another challenge that respondents identified in the study was the support received from their institutions. Emotional encouragement and assistance to improve study skills were some of the main issues the participants reported. The impression of not having support from faculty within the program can have negative implications for students of color.

Many of the challenges expressed by the participants were found in the measures of ethnicity related scales. Microaggression, implicit bias, and direct racism the participants reported in this study are consistent with the social status of minorities in the United States (Contrada et al., 2001). Numerous studies show that racial microaggressions influence students' sense of belonging in their academic programs. Environmental microaggressions and interpersonal microaggressions at predominately White institutions directly impact students of colors' inclusion experiences (Lewis et al., 2019). Perrin (2015) states "inclusive excellence ensures a climate of equity and respect, where the rights of all are protected so that all members feel empowered, valued, and respected for their contributions to the mission of the unit" (p. 326). Many of the participants' open comments in the study expressed the lack of faculty of color that caused a sense of isolation. Making strides in recruiting and retaining faculty of color will continue to move towards a more inclusive community (Gause et al., 2010).

There were some positive facilitators that the participants reported as being important to their overall success in college. The majority of the participants relied on family and friends to support and help guide them through their education. Although home and family life interfered in their studies, it did not inhibit them from going to class. Splenser, et al. (2003) suggest that being in close connection with families of minority students can serve as an important retention strategy. Minorities had strong confidence in their intellectual abilities and confidence in their own success within their athletic training program.

The second aim of this study was to identify the challenges Black certified athletic training professionals faced as minorities, how they combat those issues, and strategies for success. Results from the measures of employment success were suggestive of unsatisfactory employment among the participants. The support that the minority professionals felt on the job in athletic training was disconcertingly similar to the support minority athletic training students' felt in their programs. Negative racial climates are known to impede job satisfaction for people of color (Jayakumar et al., 2009). Based on the questionnaire results from the certified athletic trainer group, and similar to the graduate student group, the EB and SC scale results conveyed continued discrimination and prejudice experienced by the participants. Choi, (2017) suggests from her study that minorities have higher job satisfaction when the demographic similarities between their coworkers increased. A qualitative study by Burden et al., (2005) on Black faculty in kinesiology, found several recurring problematic issues while employed at predominantly White institutions. First, resources and power structures influenced their career advancements and lack of decision making on faculty hires. Other recurring issues were: neglect in the recruitment of minority faculty and neglect in diversifying curriculum offerings and pedagogies, the lack of a mentoring program to facilitate socialization into the academy, and lastly, social isolation and

marginalization of Black faculty. Several of these themes exist not only in academia but throughout the vast athletic training settings.

The themes developed from the interviews in this study support past research on this issue. The participants were passionate in discussing their isolation while in school and the lack of inclusion they felt. These findings indicate that lack of representation in athletic training programs may result in the lack of retention of minorities in the profession. These themes also highlight the significance of a joint effort of the NATA and athletic training education programs to dedicate resources for retention and success of minority athletic trainers. Individual experiences may vary among groups based on environment, financial resources, and population size, but the number one issue based on the results is the lack of representation across the board. This affects mentorship, job promotions, leadership positions, and faculty or employees of color at every level.

The third aim of this study was to use the findings to identify ways to increase the minority involvement within the profession. Doris Corbett (2016) suggests that “it is essential that graduate students receive prudent, accurate advising, and consistent, supportive mentoring.” From the interviews, and results, having mentoring programs that help support minority students and professionals is essential to increasing the minority demographic in the profession. Mentoring minority students can mean the difference between isolation and integration; failure and success (Dickey, 1996).

The socialization of minority students and professionals often creates the isolation that many feel and experience. Pitney et al., (2002) suggests that mentoring is a strategy for dealing with issues of integration and retention. This study indicates that a more structured mentoring experience, formal training, and staff development programming may provide the best opportunities for positive socialization into the profession.

CHAPTER II

DISSEMINATION

Dissemination of the findings of this study will be a report to the stakeholders of athletic training education programs, including program directors and clinical education coordinators. These stakeholders have direct impact on their graduate athletic training programs. Program directors have a large responsibility in the recruitment and enrollment of the incoming students into their program. They along with the institution can create ways to market their athletic training programs to local communities and high schools. They have responsibilities in allocating and providing resources to support students during their education, such as mentoring relationships and tutoring. Program directors also have a significant impact on the hiring of diverse faculty and staff members for their program. Teaching faculty within the program, specifically clinical education coordinators, have daily interactions with their students and can utilize the findings of this study to implement strategies for success. The clinical education coordinator has direct oversight on the clinical education and immersive experience of their students. This position within the athletic training education program may also have oversight and/or the responsibility in establishing mentoring relationship. My initial dissemination will be the following report on the findings along with one-page infographic to the program director and clinical education coordinators of all North Carolina graduate athletic training education programs accredited through CAATE (Appendix E).

Study Overview

Minority enrollment in athletic training education programs as well as certified professional athletic trainers is consistently low. Very little research has been done, specifically

pertaining to athletic training, in looking at the reasons why enrollment and retainment in the profession stays low. As a profession, understanding the challenges encountered by minorities may help in creating a better environment for minorities to be successful.

The purpose of this research was to identify the challenges encountered by minorities in the pursuit of an athletic training degree and into their professional careers. The aims of this study were to:

1. Identify the perceived challenges minority graduate athletic training students encounter while pursuing their degree and the facilitators that help them along the way.
2. Identify the challenges Black certified athletic training professionals face as minorities, how they combat those issues, and also strategies for success.
3. Use the findings to identify ways to increase the minority involvement within the profession.

Although participation was low, the participants' responses on the questionnaires and interviews were incredibly valuable to this study. The questionnaire was administered to graduate athletic training students in known athletic training programs specifically in NC and VA, and across the nation, and Black certified athletic trainers in District 3 of the NATA. The graduate athletic training student questionnaire consisted of 5 scales asking respondents about their college success (current situation, past situations, disposition confidence, institutional satisfaction, institutional support), and 3 scales about ethnicity-related stress (experience of biases, stereotyping concerns, inclusion experience). The certified athletic trainer survey included two scales asking about job satisfaction and job support, and the three ethnicity-related stress scales. The Black certified athletic trainers had the option of voluntarily participating in a post questionnaire interview.

Bias Persists

In analyzing responses of the minority participants, varying degrees of biases and stereotyping concerns were reported. The following are key findings from this study:

- Institutional and job satisfaction was low amongst both student and professional groups.
- Black participants were dissatisfied with the support, sensitivity, and access to racially diverse faculty at their institutions.
- Black students reported the lack of inclusiveness in their athletic training programs.
- The participants reported offensive comments directed towards them among coworkers.
- Black professional athletic trainers' reported inclusiveness in their employment settings but reported that the profession was not inclusive.

Graduate Athletic Training Students Results

Mean Scores were low on the student questionnaire, but minority students had higher ethnicity-related stress than white students.

Table 4.

Student Comparison Mean Results

| Name | M(SD)-White | M(SD)-Minority | t | Sig. |
|------|-------------|----------------|-------|-------|
| EB | 14.00(3.20) | 30.50(11.61) | -5.02 | .001* |
| SC | 12.27(2.76) | 25.07(14.68) | -3.21 | .006* |
| IE | 14.93(3.08) | 12.36(2.98) | -2.29 | .030* |

p > .05, significance

Black Certified Professional Athletic Trainers

Mean scores of professionals were similar to those of minority students.

Table 5.

Black Certified Professional Scores

| Scale | Mean(SD) | Range |
|-------|--------------|------------------------|
| JS | 15.9 (4.74) | 6-24 (6 items, 4-pt) |
| JSup | 22.6 (6.68) | 7-35 (7 items, 5-pt) |
| EB | 26.7 (13.96) | 12-84 (12 items, 7-pt) |
| SC | 26.7 (15.16) | 9-63 (9 items, 7-pt) |
| IE | 11.1(3.24) | 4-20 (4 items, 5-pt) |

Interview Findings

One overarching theme was developed from the transcribed interviews with three subthemes. All of the interview participants strongly vocalized that representation of minorities matters. Within this main theme, three sub themes emerged. Lack of representation among minority students and black faculty and black mentors, and an inadequate dedication of resources in promoting diversity and inclusion. In discussing these topics, some of the participants expressed very passionate feelings about their experiences and thoughts. One participant said, “I relied a lot on my athletes and just tried to bond with them. I just tried to, I guess make friends with everyone that was Black on the team just so I could have some sense of feeling like I belonged there”. Another said,

I went out and searched for my mentors. None of them were in athletic training. I was very isolated in terms of my major...I didn't have a study buddy that looked like me. I didn't have people who had crazy hours as I did as an athletic trainer. No one really understood it.

I don't think it has. I really don't think it has. I've had some involvement with EDAC and I think EDAC is a great component of the NATA and the work that they do is outstanding, but that does not enhance the diversity of our association. That is simply a committee. And it is a shame on the NATA for not having a pipeline program to move people into leadership positions within our association.

Actionable Steps

The findings of this study show that a revised and more structured form of guidance and mentoring within the profession may help more minorities to develop professionally and increase representation. The findings from the minority group responses were consistent with related research as well as with stereotypes and prejudices that exist throughout the United States. Unfortunately, those prejudices seep into all areas in higher education. Developing a solid foundation of mentoring and positive socialization can help mitigate those direct and implicit forms of biases and stereotyping and reduce the negative impact on enrollment and retention of minority athletic trainers. Based on the findings of this study and related research, recommendations for student wellness and engagement, improved networking efforts, and an established mentoring program are offered.

Student Wellness and Engagement

In promoting inclusiveness within athletic training education, programs have many responsibilities. The stress of making sure the program stays accredited by BOC passing rates sometimes overshadows the needs and abilities of each student. Many programs have exit interviews with each graduating student. A more proactive strategy would be for a meeting to take place upon entry into the program to gain understanding of the students' past and current situation in life and in their academics. This conversation should be a formal meeting between the program director and/or clinical education coordinator and the student, where goals, hopes, and dreams can be discussed. This meeting should occur biannually or annually, and adjustments on goals can be done at that time. Also, having a meeting annually will instill a sense of belonging and commitment of the program ensuring continued success of that student. In this meeting, discussing diversity and inclusion will also engage the student with the understanding

that the program is being proactive in dedicating resources to their success. These meetings may also encourage the student to speak out about possible racially-fueled issues within the program.

Networking Efforts

Networking events can engage students and professionals in educational, social and political activism. At these events, there is always an emphasis on networking. Meeting new people, exploring different aspects of the profession and gaining more knowledge enhances the enjoyment of the profession and may create a sense of belonging. Networking events help develop long lasting relationships and growth in self-confidence. Networking is essential in finding opportunities to advance in the profession. EDAC has networking events at the clinical symposium. These events bring together many of the minorities in the profession to network and fellowship. They usually center their main event activity to complete some form of community service to young children where the symposium is held. Many professionals volunteer for this event to connect with other athletic trainers, but to also spread awareness about who athletic trainers are and what they do. There are also state and district conferences annually that are more accessible to students because of their location. These conferences are similar to the NATA annual symposium and are great ways to become involved in state, district, and regional committees.

Many programs do not cover the cost of attending networking events and the individual is responsible for attendee registration, travel, room and board. Dedication of resources like fundraising events may help reduce the cost for the student. Financial strain may impact the ability of minority students and professionals in being able to attend networking events like the clinical symposium of the NATA annually. Unfortunately, this is a widely missed opportunity for minorities. Also, the NATA must put greater emphasis on EDACs meetings to ensure the largest number of participants are able to attend. Athletic training departments need to budget

and plan accordingly to allow and provide resources to help students attend networking events within the profession, especially the annual clinical symposium.

Established Mentoring Program

With respect to many great mentors, studies have shown that minority students are better mentored by minorities. Assigning a student to an athletic trainer who is accessible within the athletic training program can aid in creating a positive, dynamic mentoring relationship. Having access to reliable minority mentors also means an active approach in the hiring of minority faculty and staff. Without having the minority representation in place, even a structured mentorship program will not succeed.

In clinical education within athletic training, preceptors have formal training prior to having a student work with them for their clinical experience. The same should be for the mentor relationship. Formal training to ensure a successful mentorship program should be developed and put in place for each athletic training program. This relationship should provide students with the basic knowledge and skills needed to navigate through the challenges presented in this study.

There are programs established at institutions of higher education that focus on minority mentorship. Two models that incorporate the information cited above are The Future Scholars Summer Research Bridge Program at Auburn University, and the Indiana University-Purdue University, Indianapolis (IUPUI) Department of Kinesiology. The Future Scholars Summer Research Bridge Program was established to improve departmental relationships with Kinesiology departments at historically Black colleges and universities (HBCUs). The goal of this program is to enhance the ethnic diversity of Auburn University's graduate student population by forming relationships with HBCU's with undergraduate programs that could serve as "pipelines or pathways" for recruiting students. A second major goal is to increase the

representation of ethnically diverse members of the field of Kinesiology (i.e., faculty, leadership, students, etc.) by successfully graduating a diverse group of students with advanced Degrees (Keith & Russell, 2013). The IUPUI Department of Kinesiology has over 600 students and faculty who actively engage in activities that positively influence issues related to cultural diversity, health disparities, and/or health equity. General curricula, specific courses, as well as campus and community partnerships have been developed to create a climate of structural diversity for faculty, staff, and students (Keith & Russell, 2013).

Mentoring and positive socialization of minorities in athletic training is essential in facilitating a profession rich with diversity, equity, inclusion. Further research should be done to explore student enrollment and retainment within the athletic training profession. Educators and employers need to assess and find ways to support and promote diversity and inclusion within their space. Continued conversation and activism will provide a gateway into ways to increase the minority demographic.

CHAPTER III

ACTION PLAN

The findings of this study can have direct impact on current graduate athletic training programs on increasing diversity as well as improving the socialization of minority students into athletic training. Diversity and inclusion of all students in an athletic training program should be the goal of all programs within the United States. The findings of this study, particularly the interviews confirm that racial minorities face challenges in athletic training. These challenges are the biases they face, the lack of inclusion they feel, and the satisfaction they have within the athletic training profession. This study validated the importance of inclusion of minorities in the athletic training profession which will require more focus on the socialization of new students and professionals. Positive mentoring relationships are key in the enrollment and retention of minority students.

As outlined in Chapter II, I plan to disseminate the findings of this study to primary stakeholders including program directors and clinical education coordinators. I will distribute a report as well as a one-page summary of the research to the stakeholders. To reach a larger audience, I plan to submit and present my findings at the NATA symposium through the Free Communications Program in June 2021. This typically is a poster presentation that will be placed in the main convention space during the NATA's Clinical Symposium. This convention brings in thousands of athletic trainers from all over the United States as well as international professionals. In addition to presenting at the national symposium, I would also like to present at the Athletic Trainers' Educators Conference. This conference occurs biennially and athletic training educators from across the United States attend.

Short-Term Plans

Working directly with the athletic training program at UNC Greensboro, I intend to meet with the program director and clinical education coordinator to discuss my study. First, I want to discuss the importance of having annual or biannual meetings with each student in the program. Creating goals for each student and to discuss the importance of diversity and inclusion for all. I plan to evaluate the system that is already in place to ensure the minority students within the program have the resources available for success. I will explain the importance of having these meetings, and how they can uplift a student's perceptions of the program and its dedication to promoting inclusion.

I also would like to discuss the importance of the program to evaluate their own faculty and staff hiring process. Recruiting minority faculty to the program will enhance the experience of the minority students. Taking these action steps is important in the long-term success of the program.

Long-Term Plans

Following this study, more information needs to be obtained to continue the dialogue of diversity and inclusion in athletic training. The use of the findings of this study are a good starting point to my own career aspirations, but continued professional development on diversity, equity, and inclusion in higher education, specifically athletic training education is my long-term goal. There are no racial minority faculty members for the athletic training program at UNCG and I aspire to join the ATEP faculty in either a split position or full-time position. In addition to my own professional goals, I would like to create a mentorship program that stretches out beyond just one athletic training program, but to all athletic training programs. Many programs are in silos but having a mentorship platform that expands to programs located within the same district or region may create a great resource and tool.

The main long-term goal is the development of a mentorship training course specific to athletic training. This training would target minority certified athletic trainers but not exclude non minorities. Mentorship is a resource all students should have available to them. The training would include a brief history on the suppression of students of color entering higher education and why mentoring is a critical component for their success. The focus would be on teaching mentors' strategies of communication and listening skills, guidance during a personal crisis, encouraging excellence, problem solving strategies, and social and professional support specifically for minorities. Important topics and strategies will be covered during the mentorship training like such as: how to work through implicit biases or blatant racism in athletic training, how to create a sense of belonging in environments that lack representation, how to become and stay confident in environments that make you feel less then, and how to communicate with supervisors when upset or angry. Inter-collaboration for creating this course would be crucial to the success of the mentors. Utilizing clinical education coordinators, preceptors, multicultural counselors, health coaches, and other mental health professionals would give the training a thorough platform for the mentors. The creation of a policies and procedure manual and specific campus resources will also be developed for mentorship training. Developing a mentorship training course is the first important step. Step two is to implement the mentorship program to individual ATEP programs.

Minority representation is low and finding minority mentors in some areas may be problematic. Utilizing educators of the athletic training program, even if non-minority, would be recommended. Non minorities can take the information they learn and provide support to their minority students. Although research has shown that minority mentors are best for minority mentees', until representation increases in the profession and an adequate pool of minority mentors are available, all educators must learn the strategies for supporting students of

color. Preceptors and other faculty or clinicians associated with the program would have the opportunity to take the mentorship training as well. This course would be mobile so that someone affiliated with the program or athletic training would be able to take it at any time if they were interested in being a part of the mentorship program. Once done, the program would ensure a mentor and mentee match and work to integrate that relationship. The program would be responsible for ensuring that the relationship stays compliant based on the policy and procedures manual created, and that the mentee is benefiting from their mentor. My role would be to do an annual audit of each program's mentorship course to ensure the student's wellness continues to be the focus. Once integration of mentorship programs at the local level are established, the creation of a mentorship database that would expand across districts and regions would be implemented. A district or regional level mentorship program would be beneficial for recruitment of minority students but also be a showcase to the profession at the national level that dedication of resources towards promoting diversity and inclusion is being taken seriously.

This long-term plan would be an ideal platform for the mentoring of minority students. I would look to apply for grants that could provide financial resources to aid in the creation of the mentorship training and execution. The diversity enhancement grants awarded through EDAC of the NATA, are available for educational institutions seeking to enhance ethnic diversity within the profession. These grants are awarded to programs that are either developing various programs intended to recruit, retain, and educate diverse athletic training students, disseminate information relating to health care issues and conditions relevant to diverse populations, or enhance the professional development of diverse athletic trainers to better serve the profession. This grant can be awarded up to five-thousand dollars. Utilization of resources like this grant will enable the success of creating this mentorship program

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APPENDIX A

CONSENT TO PARTICIPATE

UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

CONSENT TO ACT AS A HUMAN PARTICIPANT

Project Title: Minorities in Kinesiology: Challenges Encountered in the Pursuit of an Athletic Training Degree and Beyond

Principal Investigator and Faculty Advisor (if applicable): Lauren Griffin and Diane Gill

What are some general things you should know about research studies?

You are being asked to take part in a research study. Your participation in the study is voluntary. You may choose not to join, or you may withdraw your consent to be in the study, for any reason, without penalty.

Research studies are designed to obtain new knowledge. This new information may help people in the future. There may not be any direct benefit to you for being in the research study. There also may be risks to being in research studies. If you choose not to be in the study or leave the study before it is done, it will not affect your relationship with the researcher or the University of North Carolina at Greensboro.

Details about this study are discussed in this consent form. It is important that you understand this information so that you can make an informed choice about being in this research study.

You will be given a copy of this consent form. If you have any questions about this study at any time, you should ask the researchers named in this consent form. Their contact information is below.

What is the study about?

This is a research project. Your participation is voluntary. The purpose of this study is to identify the perceived challenges and opportunities minorities encounter throughout their graduate, and professional practice in athletic training. This study hopes to determine how we can increase minority membership within the profession.

Why are you asking me?

The inclusion criteria for the athletic training students is that they be enrolled in a Commission on Accreditation of Athletic Training Education (CAATE) approved graduate athletic training program. This program must not be suspended or pending and must be accredited during the time of this study. The study will target students who are members of the National Athletic Trainers' Association (NATA). In addition, this study will also seek to recruit students who completed the questionnaire and consented to participating in an interview with the researcher. Inclusion criteria for the graduate student interview will be restricted to only African American respondents.

This study is also seeking to recruit African American certified athletic trainers to participate in the questionnaire. The participants must be certified by the Board of Certification (BOC) and a member of the National Athletic Trainers' Association. Additional inclusion criteria for the professional athletic trainer will be restricted to only practicing athletic trainers in the state of North Carolina. In addition, this study will seek to recruit 10 athletic trainers who completed the questionnaire and consented to participating in an interview with the researcher.

What will you ask me to do if I agree to be in the study?

I would like to invite you to participate in an online questionnaire. This questionnaire includes a variety of questions regarding personal, environmental, and situational experiences as either a student in an athletic training education program or a professional certified athletic training.

I would also like to invite any African American or Black students and professionals to participate in a one on one interview with me. The questionnaire and interview responses will be confidential and anonymous for use in this study. If you chose to participate in the interview, you will be asked to submit your contact information so I can schedule that interview with you.

This online questionnaire will take approximately 10-15 minutes to complete and the interview should last no longer than an hour.

Is there any audio/video recording?

The interview portion of the study will be audio recorded for transcription. Because your voice will be potentially identifiable by anyone who hears the recording, your confidentiality for things you say on the recording cannot be guaranteed although the researcher will try to limit access to the recording as described below.

What are the risks to me?

The Institutional Review Board at the University of North Carolina at Greensboro has determined that participation in this study poses minimal risk to participants.

If you have questions, want more information or have suggestions, please contact Lauren Griffin, primary investigator, who may be reached at 540.207.6358 or ldgriffi@uncg.edu or Diane Gill, faculty advisor, at dlgill@uncg.edu

If you have any concerns about your rights, how you are being treated, concerns or complaints about this project or benefits or risks associated with being in this study please contact the Office of Research Integrity at UNCG toll-free at (855)-251-2351.

Are there any benefits to society as a result of me taking part in this research?

This study may provide more insight into how or why minority enrollment in athletic training programs across the nation is low.

Are there any benefits to me for taking part in this research study?

There are no direct benefits to participants in this study.

Will I get paid for being in the study? Will it cost me anything?

There are no costs to you, or payments made for participating in this study.

How will you keep my information confidential?

NATA will be responsible for the storage and destruction of identifiable data. NATA will collect and store the full unidentifiable and summary data sets for 5 years following the close of the data collection period. After the 5-year window, all data sets will be destroyed, and the summary data sheet will be stored in a secure NATA digital file for seven years. The information from your online questionnaire and contact information for the interview will be stored on a password protected online database. The information from your interview will be downloaded to a secure password protected computer. This information will not be downloaded with your name or any other identifying information. The NATA Research Survey Service will send an email to all potential participants (the researcher will not have your contact information).

All information obtained in this study is strictly confidential unless disclosure is required by law.

Absolute confidentiality of data provided through the Internet cannot be guaranteed due to the limited protections of Internet access. Please be sure to close your browser when finished so no one will be able to see what you have been doing.

Because your voice will be potentially identifiable by anyone who hears the recording, your confidentiality for things you say on the recording cannot be guaranteed although the researcher will try to limit access to the recording as described in this section.

Will my de-identified data be used in future studies?

All of our participants' de-identified data will be kept indefinitely and will be posted to an on-line repository so other scientists can analyze the data and check our results.

Your de-identified data will be kept indefinitely and may be used for future research without your additional consent.

What if I want to leave the study?

You have the right to refuse to participate or to withdraw at any time, without penalty. If you do withdraw, it will not affect you in any way. If you choose to withdraw, you may request that any of your data which has been collected be destroyed unless it is in a de-identifiable state. The investigators also have the right to stop your participation at any time. This could be because you have had an unexpected reaction, or have failed to follow instructions, or because the entire study has been stopped.

What about new information/changes in the study?

If significant new information relating to the study becomes available which may relate to your willingness to continue to participate, this information will be provided to you.

Voluntary Consent by Participant:

By signing this consent form/completing this survey/activity (used for an IRB-approved waiver of signature) you are agreeing that you read, or it has been read to you, and you fully understand the contents of this document and are openly willing consent to take part in this study. All of your questions concerning this study have been answered. By signing this form, you are agreeing that you are 18 years of age or older and are agreeing to participate, in this study described to you by Lauren Griffin.

APPENDIX B

RECRUITMENT EMAILS

Program Director Recruitment Email

Dear Program Director,

My name is Lauren Griffin and I am a clinical athletic trainer at UNC Greensboro. I am also a student in the Doctor of Education in Kinesiology program here. I am contacting you to request your help in recruitment of all of your students in your Entry-Level Masters degree in Athletic Training program to participate in my study, *Minorities in Kinesiology: Challenges Encountered in the Pursuit of an Athletic Training Degree and Beyond*. This study is to identify perceived challenges and opportunities minorities encounter throughout graduate school and their professional practice in athletic training. I am looking to recruit all of your students no matter race or ethnicity so that I can compare the perceived challenges amongst the population. The research team for this study consists of myself, faculty advisor Dr. Diane Gill, Dr. DeAnne Brooks, Dr. Scott Ross, and Dr. Pam Brown.

As the primary investigator, I am interested in racial diversity and inclusion within the athletic training profession specifically, with African-American/Black men and women. The information from this questionnaire could lend to more opportunities and resources to help AT programs better serve minority students and professionals.

Participation in this study is voluntary and your students can withdraw at any time. UNC Greensboro IRB office has approved this study. The questionnaire will take about 10-15 minutes to complete.

Please respond to this email if you would allow your students to participate in this study. I will send you the email I would like to be sent directly to your students. My email address is ldgriffi@uncg.edu or if you would like to speak to me directly my number is 540.207.6358.

Thank you for your consideration,

Lauren Griffin MS, LAT, ATC

Doctoral Candidate, Doctor of Education in Kinesiology

UNC Greensboro

Graduate Athletic Training Student Recruitment Email

Dear Athletic Training Student,

My name is Lauren Griffin and I am an Assistant Athletic Trainer and a doctoral candidate in the Doctor of Education in Kinesiology program at UNC Greensboro. I am working to better understand the perceived challenges and opportunities minority students have in their athletic training education and I would like to invite you to participate in a questionnaire. For students who do not identify as a minority, it is very important that you participate in this questionnaire as well. The purpose of this questionnaire is to identify challenges and opportunities of students so that future athletic training students have the necessary resources and support to help them succeed. This questionnaire includes a variety of questions regarding personal, environmental, and situational experiences you may have had during your athletic training education.

Participation in this study is voluntary and you can withdraw at any time. UNC Greensboro IRB office has approved this study. This online questionnaire (hyperlink below) will take approximately 10-15 minutes to complete. I ask that you answer each question honestly.

Follow this link to the questionnaire:

https://uncg.qualtrics.com/jfe/form/SV_24qZ1m1auuq1C7P

Thank you for your time and consideration regarding this important issue in education. Please feel free to contact me with any questions or concerns.

Sincerely,

Lauren Griffin, MS, LAT, ATC
Doctoral Candidate, Doctor of Education in Kinesiology
UNC Greensboro
IRB Study #: 19-0647

Certified Professional Athletic Training Recruitment Email

Dear Certified Athletic Trainer,

My name is Lauren Griffin and I am a student in the Doctor of Education in Kinesiology program at UNC Greensboro. I am e-mailing to invite you to participate in a research study entitled *Minorities in Kinesiology: Challenges Encountered in the Pursuit of an Athletic Training Degree and Beyond*. You are being recruited to participate because you have been identified as a current practicing athletic trainer in the state of North Carolina and in good standing with the NATA. The research team for this study consists of myself, faculty advisor Dr. Diane Gill, Dr. DeAnne Brooks, Dr. Scott Ross, and Dr. Pam Brown.

This study seeks to identify perceived challenges and opportunities minorities encounter throughout graduate school, and their professional practice in athletic training. As the primary investigator, I am interested in racial diversity and inclusion within the athletic training profession specifically, with African American or Black men and women. The information from this questionnaire could lead to more opportunities and resources to help AT programs better serve minority students and professionals.

There may be questions that evoke strong emotional responses. I would like to truly capture those emotions and invite you to also participate in a one on one interview with me. Your questionnaire and interview responses will be confidential for use in this study. If you chose to participate in the interview, you will be asked to submit your contact information so I can schedule that interview with you.

Participation in this study is voluntary and you can withdraw at any time. UNC Greensboro IRB office has approved this study. If you are interested in participating in this study, please click on the link below to access the informed consent document and complete the questionnaire. The questionnaire will take about 10-15 minutes to complete.

If you have any further questions regarding this study, please contact Lauren Griffin, 540-207-6358, ldgriffi@uncg.edu.

Thank you for your consideration,

Lauren Griffin MS, LAT, ATC
Doctoral Candidate, Doctor of Education in Kinesiology
UNC Greensboro

IRB Study #: 19-0647

Follow this link to the questionnaire

Or copy and paste the URL below into your internet browser:

APPENDIX C
QUESTIONNAIRE

Graduate Athletic Training Student Questionnaire

Minorities in Kinesiology: Athletic Training Students

Thank you for helping us with our survey on Minorities in Athletic Training. Please click on the document below to access the IRB-approved consent form. Then, if you agree to participate, please click the YES button below to provide informed consent and access the survey.

[Informed consent](#)

Please click Yes to provide consent and continue to the survey. Click No to exit the survey.

- Yes (1)
- No (2)

Please answer the following questions based on your demographic profile.

What is your gender?

- Male (1)
- Female (2)
- Prefer not to say (3)
- Other (4) _____

What is your age?

What is your ethnicity/race?

- White (non-Hispanic) (1)
- Black or African American (2)
- Hispanic or Latino/a or Spanish Origin (3)
- Asian (4)
- American Indian or Alaska Native (5)
- Native Hawaiian or Pacific Islander (6)
- Other (7) _____

Are you enrolled in a Master's level athletic training program?

- Yes (1)
- No (2)

What which state is your graduate athletic training program in?

Does your program have active accreditation by The Commission on Accreditation of Athletic Training Education (CAATE)?

- Yes (1)
- No (2)

Are you in your first or second year in your graduate athletic training program?

- First (1)
- Second (2)
- Other (3) _____

What was your undergraduate degree in? (i.e., Exercise Science, Kinesiology, Pre-Med, Biology)

Thinking about your **current** college experience in your graduate athletic training program, indicate how much you agree or disagree with the following statements:

| | Strongly disagree (1) | Somewhat disagree (2) | Somewhat agree (3) | Strongly agree (4) |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
| It is difficult for me to afford the costs of attending college (1) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My home and family responsibilities often interfere with my studies (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My family strongly encourages me to succeed in college (3) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I know a lot of people who have succeeded in college. (4) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My family/parents help me to pay for college (5) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In the past semester in college, how often have you:

| | Never (1) | Rarely (2) | Sometimes (3) | Often (4) |
|--|--------------|--------------------------|--------------------------|--------------------------|
| Missed class due to employment (1) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Missed class due to home or family obligations (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

In the past semester in college, how often have you:

| | Never (1) | Rarely (2) | Sometimes (3) | Often (4) |
|--|--------------|---------------|------------------|--------------|
|--|--------------|---------------|------------------|--------------|

| | | | | |
|---|---|--------------------------|--------------------------|--------------------------|
| Challenged a professor's ideas in class (1) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Asked questions in class (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | Strongly disagree (1) | Disagree (2) | Somewhat disagree (3) | Neither agree nor disagree (4) | Somewhat agree (5) | Agree (6) | Strongly agree (7) |
|--|-----------------------|--------------------------|--------------------------|--------------------------------|--------------------------|--------------------------|--------------------------|
| I am confident of my academic ability (1) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I look forward to going to school (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have enough energy and stamina to succeed in college (3) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My classmates think I am a good student (4) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I have difficulty with math classes (5) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident of my writing skills in English (6) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My professors think I am a good student (7) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I think I am a good student (8) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | | | |
|--|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I have difficulty with science classes (9) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I am confident that I will graduate college (10) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Getting good grades, A's and B's, is really important to me (11) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Please indicate how much each of the following statements describes you:

Please rate your satisfaction with your **current** college for each of these aspects of campus life:

| | | Very dissatisfied (1) | Somewhat dissatisfied (2) | Somewhat Satisfied (3) | Very Satisfied (4) |
|--|---|-----------------------------|------------------------------|---------------------------|--------------------------|
| Sense of community on campus (1) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Career counseling and advising (2) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support for racially and ethnically diverse faculty (3) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Teaching about ethnic and cultural diversity (4) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sensitivity to people of your racial/ethnic background (5) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to culturally diverse faculty/staff (6) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How often have colleagues and supervisors at your **current** college provided you with:

| | | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|--|---|--------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Advice and guidance about your educational program (1) | • | | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Respect (treated you like a colleague/peer) (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional support and encouragement (3) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assistance to improve your study skills (4) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Useful feedback about your academic work (5) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Intellectual challenge and stimulation (6) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help in achieving your professional goals (7) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I would like to know about acts of discrimination that have been directed against or toward you personally during the past three to six months with relation to your graduate athletic training program. Please think back over the past three to six months in your graduate athletic training program and then, unless instructed otherwise, for each item below indicate how often the event occurred using the following

scale: 1(never) 2 3 4(sometimes) 5 6 7(very often)

How often have you been subjected to offensive ethnic comments aimed directly at you, spoken either in your presence or behind your back?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often have you been exposed to offensive comments about your ethnic group (e.g. stereotypical statements, offensive jokes), spoken either in your presence or behind your back?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often have you been subjected to ethnic name calling or racial slurs?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)

- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

Avoidance

How often have others avoided physical contact with you because of your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often have others avoided social contact with you because of your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often have others outside of your ethnic group made you feel as though you don't fit in because of your dress, speech, or other characteristics related to your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

Devaluing Action

How often have others had low expectations of you because of your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be unintelligent?

- 1 (Never) (1)

- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be dishonest?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be violent or dangerous?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be dirty?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be lazy?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be mean or have a bad attitude?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

Stereotyping Concern

Often times, members of an ethnic group are concerned that their behavior or the things they do appear to confirm stereotype about their ethnic group. Think back over the *past three to six months* and tell us how often you have been concerned about appearing to confirm a stereotype about your ethnic group while in your graduate athletic training program. Select a response from the choice

below. 1(never) 2 3 4(sometimes) 5 6 7(very often)

How often have you been concerned that by *eating certain foods* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *talking a certain way* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *dressing a certain way* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *playing certain sports* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *attending or participating in certain social activities* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *taking your studies too seriously* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *owning certain things* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *shopping in certain stores or eating a certain restaurants* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)

- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that *the way you look* (your appearance) might appear to confirm a stereotype about your ethnic group?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (very Often) (7)
-

How often have you been concerned that by *revealing your socioeconomic status* you might appear to confirm a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

Please answer the following questions based on your personal experiences related to athletic training professional practice.

How inclusive is the athletic training profession for minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
 - 2 (2)
 - 3 (Sometimes) (3)
 - 4 (4)
 - 5 (Very inclusive) (5)
-

How inclusive is YOUR athletic training program of minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
- 2 (2)
- 3 (Sometimes) (3)
- 4 (4)
- 5 (Very inclusive) (5)

How much does the athletic training profession advocate and support inclusion and social justice for minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)

- 2 (2)
- 3 (Sometimes) (3)
- 4 (4)
- 5 (Very much) (5)

How much does YOUR athletic training program advocate and support inclusion and social justice for minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
- 2 (2)
- 3 (Sometimes) (3)
- 4 (4)
- 5 (Very much) (5)

What could YOUR program do to support minorities' better?

What could the athletic training profession do to support minorities' better?

Certified Athletic Trainers Questionnaire

Minorities in Kinesiology: Professional Athletic Trainer

Thank you for helping us with our survey on Minorities in Kinesiology. Please click on the document below to access the IRB-approved consent form. Then, if you agree to participate, please click the YES button below to provide informed consent and access the survey.

[Informed consent](#)

Please click Yes to provide consent and continue to the survey. Click No to exit the survey.

- Yes (1)
- No (2)

Please answer the following questions based on your demographic profile.

What is your gender?

- Male (1)
- Female (2)
- Prefer not to say (3)
- Other (4) _____

What is your age?

What is your ethnicity/race?

- White (non-Hispanic) (1)
- Black or African American (2)
- Hispanic or Latino/a or Spanish Origin (3)
- Asian (4)
- American Indian or Alaska Native (5)
- Native Hawaiian or Pacific Islander (6)
- Other (7) _____

What is your current employment setting?

- Recreational/Youth Sports (1)
 - Clinic-Administration (2)
 - Clinic-Hospital or PT Clinic (3)
 - Clinic-Secondary School (4)
 - College/University-Academic (5)
 - College/University-NAIA (6)
 - College/University-NCAA (type Division) (7)
- _____
- Military (8)

- Industrial (9)
- Performing Arts (10)
- Professional (11)
- Other (12) _____

What is your current employment title?

In which state are you currently employed?

Please rate your satisfaction with your **current** employment for each of these aspects of your career:

| | Very dissatisfied (1) | Somewhat dissatisfied (2) | Somewhat Satisfied (3) | Very Satisfied (4) |
|--|-----------------------------|---------------------------------|---------------------------|--------------------------|
| Sense of community in your work setting (1) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Professional development opportunities and advice (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Support for racially and ethnically diverse faculty (3) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Resources about ethnic and cultural diversity (4) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sensitivity to people of your racial/ethnic background (5) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Access to culturally diverse colleagues/administrators (6) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

How often have colleagues and supervisors at your **current** employment provided you with:

| | Never (1) | Rarely (2) | Sometimes (3) | Often (4) | Always (5) |
|---|--------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Advice and guidance about your career or position (1) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Respect as a colleague/peer (2) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional support and encouragement (3) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Assistance to improve your skills (4) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Useful feedback about your work (5) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| | | | | | |
|---|---|--------------------------|--------------------------|--------------------------|--------------------------|
| Intellectual challenge and stimulation (6) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Help in achieving your professional goals (7) | • | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

I would like to know about acts of discrimination that have been directed against or toward you personally during the past three to six months with relation to your professional setting. Please think back over the past three to six months in your professional setting and then, unless instructed otherwise, for each item below indicate how often the event occurred using the following scale: 1(never) 2 3 4(sometimes) 5 6 7(very often)

How often have you been subjected to offensive ethnic comments aimed directly at you, spoken either in your presence or behind your back?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often have you been exposed to offensive comments about your ethnic group (e.g. stereotypical statements, offensive jokes), spoken either in your presence or behind your back?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (Very Often) (7)
-

How often have you been subjected to ethnic name calling or racial slurs?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

Avoidance

How often have others avoided physical contact with you because of your ethnicity?

- 1 (Never) (1)

- 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (Very Often) (7)
-

How often have others avoided social contact with you because of your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often have others outside of your ethnic group made you feel as though you don't fit in because of your dress, speech, or other characteristics related to your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

Devaluing Action

How often have others had low expectations of you because of your ethnicity?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be unintelligent?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)

- 7 (Very Often) (7)
-

How often has it been implied or suggested that because of your ethnicity you must be dishonest?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be violent or dangerous?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (Very Often) (7)
-

How often has it been implied or suggested that because of your ethnicity you must be dirty?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

How often has it been implied or suggested that because of your ethnicity you must be lazy?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (Very Often) (7)
-

How often has it been implied or suggested that because of your ethnicity you must be mean or have a bad attitude?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (Very Often) (7)

Often times, members of an ethnic group are concerned that their behavior or the things they do appear to confirm stereotype about their ethnic group. Think back over the ***past three to six months*** and tell us how often you have been concerned about appearing to confirm a stereotype about your ethnic group while in your professional setting. Select a response from the choice below. 1(never) 2 3 4(sometimes) 5 6 7(very often)

How often have you been concerned that by *eating certain foods* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (very Often) (7)
-

How often have you been concerned that by *talking a certain way* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *dressing a certain way* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (very Often) (7)
-

How often have you been concerned that by *playing certain sports* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *attending or participating in certain social activities* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (very Often) (7)
-

How often have you been concerned that by *taking your studies too seriously* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that by *owning certain things* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (very Often) (7)
-

How often have you been concerned that by *shopping in certain stores or eating at certain restaurants* you might appear to be confirming a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)

- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

How often have you been concerned that *the way you look* (your appearance) might appear to confirm a stereotype about your ethnic group?

- 1 (Never) (1)
 - 2 (2)
 - 3 (3)
 - 4 (Sometimes) (4)
 - 5 (5)
 - 6 (6)
 - 7 (very Often) (7)
-

How often have you been concerned that by *revealing your socioeconomic status* you might appear to confirm a stereotype about your ethnic group?

- 1 (Never) (1)
- 2 (2)
- 3 (3)
- 4 (Sometimes) (4)
- 5 (5)
- 6 (6)
- 7 (very Often) (7)

Please answer the following questions based on your personal experiences related to athletic training professional practice.

How inclusive is the athletic training profession for minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
 - 2 (2)
 - 3 (Sometimes) (3)
 - 4 (4)
 - 5 (Very inclusive) (5)
-

How inclusive is YOUR athletic training setting of minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
- 2 (2)
- 3 (Sometimes) (3)
- 4 (4)
- 5 (Very inclusive) (5)

How much does the athletic training profession advocate and support inclusion and social justice for minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
- 2 (2)
- 3 (Sometimes) (3)
- 4 (4)
- 5 (Very much) (5)

How much does YOUR athletic training program advocate and support inclusion and social justice for minorities? (including gender, racial/ethnic and sexual minorities)

- 1 (Not at all) (1)
- 2 (2)
- 3 (Sometimes) (3)
- 4 (4)
- 5 (Very much) (5)

What could YOUR athletic training program do to support minorities' better?

What could the athletic training profession do to support minorities' better?

If you have any other thoughts about racial/ethnic minorities in athletic training education or professional practice, please add those comments below.

APPENDIX D

INTERVIEW GUIDE

Interview Guide for Certified Professionals

My experience as a Black woman in athletic training have been unique and have given me this passion in wanting to know the experiences of other minorities in athletic training. Because of my experiences I am galvanized to advocate for those like me and to open the eyes of those who aren't like me. I want to change the future for minority students and professionals and have open dialogue about making things better for everyone going into athletic training. Your participation in this study is invaluable towards my quest in changing the landscape of athletic training. For this interview, I would like to get to know you and your current position in the athletic training profession. We will talk about your experiences during your education and beyond graduation if applicable. I am really interested to hear your thoughts and feelings about being a minority within the athletic training profession. I would like you to be open and enjoy the conversation we will have.

1. How do you identify and how long have you been in the profession?
2. Please tell me about your past athletic training experience
 1. Where did you go to school for athletic training?
 2. What other types of employment settings have you worked?
3. How was your experience while pursuing your athletic training education, if any?
 1. Describe positive influences or influencers in your life related to athletic training?
 2. What kind of relationship do you have with them? Describe this person?
 3. How did being a minority affect these experiences for you?
 4. Was there access to minority faculty or mentors during your education?
4. Tell me about your current job (setting, role, years employed)?
 1. How have your experiences been in the setting you are in now?
 2. Any positive or negative experience related to you being a minority?
 3. How does your department support and allocate resources to increasing and supporting minorities within athletic training?
5. In your opinion, how has the association (NATA) promoted and dedicated resources to increasing and supporting minorities within the profession?
 1. What do you think can be done to increase minority enrollment in athletic training programs?
 2. How can the NATA help in retaining minorities in professional practice?
 3. How do you feel about the Ethnic Diversity Advisory Committee (EDAC)?
 1. What are your thoughts on their involvement within NATA?
 2. Are you a mentor through EDAC?

APPENDIX E

ATEP ONE- PAGE HANDOUT



MINORITIES IN ATHLETIC TRAINING

UNC Greensboro Athletic Training Education Program

Purpose

The minority demographic in athletic training education programs as well as certified professional athletic trainers is consistently low. Very little research has been done, specifically pertaining to athletic training in looking at the reasons why enrollment and retainment in the profession stays low. As a profession, understanding the challenges encountered by minorities may help in creating a better environment for minorities to be successful.

AIMS:

- ❑ Identify the perceived challenges minority graduate athletic training students encounter while pursuing their degree
- ❑ Identify the challenges black certified athletic training professionals face as minorities
- ❑ Use the findings to identify ways to increase the minority involvement within the profession.

Key Findings:

- ❑ Institutional and job satisfaction was low amongst both groups.
- ❑ Black minorities were dissatisfied with the support, sensitivity, and access to racially diverse faculty at their institutions.
- ❑ Black students reported the lack of inclusiveness in their athletic training programs.
- ❑ The participants reported offensive comments directed towards them among coworkers.
- ❑ Black professional athletic trainers' reported inclusiveness in their employment settings but reported that the profession was not inclusive

Actionable Steps

Creating a more inclusive program by:

- ❑ Implementing a mentorship program
- ❑ Meetings biannually or annually to discuss
 - ❑ Goals
 - ❑ Accomplishments
 - ❑ Concerns
 - ❑ Open dialogue
- ❑ Dedicated resources to allow networking event attendance

"...being the only black person definitely took a hit to my confidence because I was like, I don't see anyone here that is like me ..."

-Interview